

USC Price

Sol Price School of Public Policy

PPD 342: *Crime and Public Policy*

Section 51118

Units: 4

Fall 2023, Tuesdays, 6:00 – 9:20 p.m. PST

Location: Lewis Hall (RGL) 100

Ralph and Goldy Lewis Hall is the University Park Campus home of the USC Price School of Public Policy

Instructor: Candice Cobarrubias (she/her)

Office Hours: Tuesdays 4:00pm to 5:30pm or by appointment. Can be held virtually.

Contact Info: ccobarru@usc.edu

Course Description

This course will seek to develop a student's knowledge of the criminal justice system, the law and how they intersect into the framework of public policy. The course will examine relevant and current topics in the legal system and how they influence the public policy making process (setting agendas, formulating alternatives, and implementation of policies in a crime specific focus). The intent of the course will seek to intermingle contemporary examples with the intellectual foundation of policy analysis and public policy creation.

Learning Objectives

1. Describe how scientific research guides policy and evaluates criminal justice policies with established methodologies.
2. Evaluate policy implementation strategies which incorporate evaluative models and anticipate potential policy reform.
3. Prepare a criminal justice policy brief, which will include policy recommendations.

Course Focus and Orientation

Public Policy is a long-standing mechanism for solving a myriad of societal problems and is accomplished in a variety of contexts, cultural, social, economic, demographic, constitutional, legal, and intergovernmental. Public policy has a clear and definitive role in our everyday existence but many of us overlook its impact or importance. There are three major aspects to public policymaking: public policy agenda-setting, formulation of public policy alternatives and implementation of public policy. Legal sanctions are to be the primary focus of this course.

Criminology is the study of making the laws, violation of the law, and the reaction to each. Whenever a crime or law is violated, a variety of entities come into play (law enforcement, social services, courts, and corrections).

What lies underneath the system is the intersection of criminology and public policy. This will be the focus of PPD 342. The focus of society has remained steadfast on the law enforcement mechanism without further consideration into the public policy method that created the system in the first place. This course will attempt to show how the two disciplines share a highly co-dependent relationship with one another and the greatness of their impact. We will deal with the etiology of crime and what each branch of government (local, state, federal) can do, choose to do, and choose not to do. Within the criminal justice forum, there have been significant public policy issues which have caused major distress in the executive, legislative, and judicial branches of government. Issues such as the appropriateness and effectiveness of the death penalty; gun control; public health mandates; domestic terrorism, bail reform and the legalization of drugs and narcotics.

In this course, the student will be provided with an opportunity to review, discuss, and evaluate cultural, historical, political, and economic factors to determine what is truly possible and probable in the creation of a public policy. Written exercises will be given to stimulate discourse and challenge every day thought and belief. The students will problem solve and then create policy based on their discussions and interpretations which will be supported and collaborated by their research. (Annex B)

Crime and Public Policy will intermingle problem solving and policy analysis and demonstrate the challenges they present when crafting a sound public policy doctrine and show how incredibly vital crime and public policy are to the way we act and live.

Course Goals

The purpose of this course is for the student to examine criminal issues within the United States judicial system and how they interconnect with the public policy making process. Upon the completion of this course, the student will understand:

- a. a fundamental basis for justice and law.
- b. the American societal response through public policy and its criminal justice system to the challenge of crime in a free society.
- c. the relationship between public policy, crime and the criminal justice system.
- d. the application of the scientific method to the study of (1) public policy, (2) crime and the criminal justice system; and,
- e. the discrepancies which exist between the American explanations of crime and criminality and the public policy responses to this phenomenon

Overall, the student will be able to analyze the public policy-making process in its application to crime and criminal justice and, to some degree, evaluate the effectiveness of the judicial system and its response to policy issues in the United States.

Required Materials

Any required reading materials will be provided by the instructor.

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC.

Course Requirements

Attendance

This course will be in person for most of the semester. Online sessions will only happen based on necessity, however, that will not be the norm for class sessions. The students will be required to attend the course in person. A zoom course link will only be provided to those students who have a medical necessity or have made other arrangements in advance with the professor. Other than that, this course will be in person and not available virtually.

All students are expected to be on time and remain until the completion of the class; unauthorized early departure or late arrivals will constitute a grade reduction. Students are expected and required to participate in classroom sessions. Participation allows students to apply the content gleaned from the course and engage in healthy discussion with their peers and faculty. Benefits of participation include interacting with resident experts, gaining an understanding of peer perspectives, building community, and strengthening communication abilities.

Authorized absences include those involving participation in preapproved University activities, religious holidays, and medical contingencies. Students are responsible for obtaining the information covered during their absence from class, whether authorized or not.

Chat GPT/Google Translate/Open AI/Other AI Chatbots

Chat GPT and other are useful tools but submitting text written by such or any AI Chatbots constitutes a violation of academic integrity. Students are expected to write their own submissions. Students can use such AI Chatbots to assist in crafting ideas or formulating concepts that will help them overcome any type of “writer’s block.” They may use Google Translate as a dictionary and not as a substitute for your own written work. Submitting written work without input of your own is not acceptable and will be deemed as a potential violation of academic integrity.

If you are unsure of how to use Chat GPT or any other AI support, please ask me. I would rather have an open conversation about this and go over it together to show how it can be used to benefit you rather than hinder your academic professionalism.

Participation Grading

Students will be expected to participate in class. Participation is marred into attendance. Class discussion will be determined by such participation and attendance and that is why it is critical to be in class. Participation and Attendance will account for 20% of your total grade.

Active Participation	Moderate Participation	Low Participation
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and noncompletion of required assignments
Initiates discussion and supports points using page specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials

Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material
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Written Work

There will be four written papers assigned throughout the course. The papers will be given at different times throughout the semester and constitute as the majority basis of your grade. The papers will be in Word format as well as PDF format. They will be submitted via Blackboard to the professor no later than 9 p.m. (PST) on the respective due date.

Papers submitted late will not be accepted absent exigent circumstances -- verifiable extreme medical contingencies (e.g., student in hospital for operation). Papers must be submitted in Word as well as in PDF format. The paper must be double-spaced with 1" margins. No other media will be accepted.

Student Grading and Evaluation

Grade requirements serve two purposes:

- a. to provide the student and instructor with a means to assess achievements of the course goals; and,
- b. to serve as a forum of feedback on the student's performance.

Judgment of student performance will be based solely on the student's ability to achieve pre-determined standards, specifically the course goals and performance objectives which will be defined during the first day of class. Student work will be judged on meeting those standards, and not by way of comparison with other students. There will be no grading "curve" for this class. You will be graded based on your written assignments, participation, and examinations. Individual performance alone will determine the final grade.

The course requirements and the weighing of the graded requirements are as follows:

Participation and Attendance	10%
Written Assignments	90%
• 3 assignments @ 20%	
• 1 assignment @ 30%	
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Total:	100%

There are no push points (extra credit points) for this class. Students are required to attend, be prepared for, and participate in class.

Letter grades for each requirement and the final course grade will be determined using the following criteria:

<u>Letter Grade</u>	<u>Points</u>
A	92 - 100 %
A-	89 - 91.9%
B+	87 - 88.9%
B	85 - 86.9%
B-	83 - 84.9%
C+	80 - 82.9%
C	77 - 79.9%
C-	73 - 76.9%
D	67 - 72.9%
F	Fewer than 67%

Course Evaluation by Students

Students should share with the instructor suggestions which would improve the quality of the course. These suggestions may be made at any time. The student will also receive a request to complete a formal questionnaire about the course at the end of the semester.

Course Schedule

Week 1: August 22, 2023: Introductions/Syllabus review/Intro to Criminal Justice

This week will be dedicated to introducing ourselves, review of the syllabus and of the course. Time permitting, we may get into a brief introduction to the criminal justice system. We will discuss upcoming written assignment and reading materials which will be of assistance to you.

Week 2: August 29, 2023: Crime, Criminal Justice & Criminology

This section will broadly introduce crime, criminal justice, and criminology. We will discuss crime, social norms, data used to study crime, due process as how policy and research are influenced by political and social ideologies. This lecture will be your first step into understand the various theories involved in criminology.

Required Reading for Week 2:

- *Understanding prevention policy*
- *Evidence Based Policymaking*

Week 3: Sept 5, 2023: Neo Classical Theory/Victims & Victimization

We will begin our journey into the theories of criminology. Discussion will be on rational choice, deterrence and victimology. We will look at patterns and trends in crime victimization, what makes one more vulnerable to being a victim and the data used to determine such. We will also discuss the correlation of crime with age, race, gender, and social class.

Required Reading for Week 3:

- *5 things on Deterrence*
- *Women in Crime*

- *Sentencing Project: Deterrence*

Week 4: Sept 12, 2023: Trait & Social Structure Theory

The class lecture will cover the question of why do people break the law? Discussion will be held on the impact of social class, location and the influences of community values and norms. We will investigate the significance of criminal profiling, personality types and socio-economic factors and how they are directly or indirectly involved in one's disposition to commit crime.

Required Reading for Week 4:

- *Gender and General Strain Theory*

Week 5: Sept 19, 2023: Policy & Policing

We will look at the events leading up to the George Floyd murder in 2020 and how those events have impacted changed in law enforcement. We will examine the impacts of body worn cameras, civilian oversight and the collection of Racial and Identity Profiling data and its effectiveness.

Required reading for Week 5:

1. *21st Century Policing*
2. *2022 RIPA Report Best Practices*
3. *Civilian Oversight of Law Enforcement*

Week 6: Sept 26, 2023: Guest Speaker Radhika Patel Jonas



Radhika is a Deputy District Attorney at the Los Angeles County District Attorney's office where she works for the Public Integrity Division. She has been with the District Attorney's office for the last 16 years. In her current assignment she investigates criminal misconduct by public officials in their course of their duties. Her goal is to ensure that all elected and appointed officials fulfill their duties in a lawful, ethical, and professional manner.

Required reading for Week 6:

1. *Police Body Cameras: Seeing may be believing*
2. *Police Officer Body Worn Cameras: Assessing the Evidence*

Week 7: October 3, 2023: Lecture – Developmental Theory/Offender based Typologies/Criminal Profiles

You will be expected to submit your first paper by 9 pm on October 3. The topic of the paper will be given to you during our first-class session. You will be provided with the necessary reading materials to help you get started on your paper during the first class. Please note that the materials covered during the Week 5 lecture on Policy and Policing will have a direct influence on how you complete your paper.

Paper Length: Your paper should be expected to be between 3 to 5 pages in length (12-point Times New Roman font, double spaced with 1" margins). Points will be deducted for papers that do not meet the minimum page expected but there will be no points deducted if you exceed the specified length. The appropriate rubric will be provided to the students in the assignment link.

Adapted APA: Please adhere to the APA Style Guidelines for headers, spacing (double spaced), and citations.

Lecture:

Theories will be evaluated to discern their applicability to modern day. How does one's (family, religion, education, and peers) impact one's behavior. How do our experiences in life influence us into a life of crime. Where does it start, what makes it continue and when happens to make it end. We will also look at who is committing the crimes (offender typologies).

Week 8: October 10, 2023: Interpersonal Violence/Serial Killers/Mass Shootings

What are crimes of Interpersonal Violence and how do the events in one's life may influence their desire to commit these types of crimes. We will look at Serial Killer typologies and go over some of the more notorious killers in our history.

We will look at some criminal cases that have had an impact on public policy such as Andrea Yates/Lori Vallows, Menendez Brothers and The Central Park Five.

Week 9: October 17, 2023: Mass Incarceration on Communities of Color

We will discuss how communities of color are impacted by law enforcement efforts and the criminal court system and why that may be. Conversations on the impacts of the "broken windows" theory, how hot spot policing works and what criminal profiling really means.

Required Week 9:

1. The Effects of Mass Incarceration on Communities of Color

Week 10: October 24, 2023: Guest Speaker Lieutenant Erika Akulfi



Santa Monica Police Lieutenant Erika Akulfi graduated in 1999 from Yale University with a bachelor's degree in psychology. Erika received her Juris Doctor degree from UC Davis King Hall School of Law in 2002 and is currently a licensed member of the California State Bar Association. Following a brief career working as a civil litigation attorney in the LA area, Erika joined the Santa Monica Police Department in March 2007. Erika worked as a patrol officer, a School Resource Officer, and as a detective assigned to the Financial Crimes Unit. She was promoted to Sergeant in June of 2015, supervising patrol officers, and, in 2017 was Santa Monica's Interim Deputy City Manager. Erika supervised the Homeless Liaison Program, a team of eight officers and a Department of Mental Health Clinician, and the Community Relations Unit. She was also the President of the Santa Monica Police Officer Association in 2020. In April 2022, Erika was promoted to Lieutenant, serving as a Watch Commander in the Patrol Operations Division. She is currently assigned to the Office of the Chief of Police as Executive Officer and SMPD Public Information Officer.

Week 11: October 31, 2023: 2nd Paper Due/Remote Reading Period

Your paper will be due by 9pm on this day. The topics of the paper will be discussed during the first week of classes. You will also be given a reading material link to assist you in writing your paper.

Paper Length: Your paper should be expected to be between 4 to 6 pages in length (12-point Times New Roman font, double spaced with 1" margins). Points will be deducted for papers that do not meet the

minimum page expected but there will be no points deducted if you exceed the specified length. The appropriate rubric will be provided to the students in the assignment link.

Adapted APA: Please adhere to the APA Style Guidelines for headers, spacing (double spaced), and citations.

Reading Period: Students will be provided links with various reading materials that will help them to prepare for the upcoming class session on November 7 and November 14.

Week 12: November 7, 2023: Case Study: Central Park Five

We will be watching a documentary on the story of the Central Park Five and how the theories of criminology present themselves and how we see it playing out in the criminal justice arena.

Week 13: November 14, 2023: Class discussion on Central Park Five

positive or negative observed in the criminal justice system.

Week 14: November 21, 2023: 3rd Paper Due/Remote Writing Period

There will be no in person class session. Students will be required to submit their paper remotely by 9pm. As this is Thanksgiving week, many of you will be traveling. You should have ample opportunity to get this accomplished.

This assignment will be worth 30% of your grade. It will be more robust than the other 3 papers assigned. You will be given the components of the assignment and what is expected on the first day of class.

Week 15: November 28, 2023: Guest Speaker Retired Police Chief Jacqueline Seabrooks & Retired Police Lieutenant Calisse Lindsay.

Your final paper will be related to the topic discussed by the guest speakers, so it is imperative you do not miss this class.



Jacqueline Seabrooks, a resident of Dallas, TX, enjoyed an extremely rewarding thirty-seven-year career in Southern California law enforcement. Over the course of her career, Ms. Seabrooks served the State of California as a police officer; the City of Inglewood, as a police chief; and the City of Santa Monica in all the ranks from police officer through police chief. Jacqueline holds the distinction of being the second woman to command a municipal police department in Los Angeles County's history and the first to do so in both the cities of Inglewood and Santa Monica. In October 2020, after having been retired for three years and at the request of the City Manager, Jacqueline returned to service as the Santa Monica Police Department's (SMPD) interim Police Chief. For the next year, in the aftermath of the civil unrest, mass looting, and property damage that rocked the community following the murder of Mr. George Floyd by police officers from the Minneapolis (MN) Police Department, Chief Seabrooks was a stabilizing influence in both the city and the police department. During this period, Chief Seabrooks shepherded SMPD through its pandemic protocols, engaged in organizational teambuilding to promote internal healing, facilitated reconciliation conversations to re-establish community confidence in the police department, and prepared the organization for its new leadership. While serving as the SMPD Chief from 2012 through 2017, Jacqueline focused on reducing crime, empowering the community's youth, strengthening community-police partnerships, applying technology to solve policing challenges, and emphasizing the organization's commitment to the principles of 21st century policing.

Before being appointed in Santa Monica, Chief Seabrooks served the City of Inglewood as its Police Chief from 2007-2012. While at Inglewood, she implemented a reform agenda emphasizing the strengthening of internal accountability systems, employing contemporary strategies for addressing crime, and enhancing community engagement.

Chief Seabrooks holds undergraduate and graduate degrees in Public Administration and Public Policy and Administration, respectively. Jacqueline has completed executive development coursework at Harvard's Kennedy School of Government and Boston University's Senior Management Institute for Police; she is a graduate of the FBI's National Academy. Jacqueline's teaching experience includes providing leadership development education for public safety executives, providing in-service training to new and existing police professionals, and teaching various subjects at Los Angeles-area colleges. With the appointment of Santa Monica's new police chief, Jacqueline resumed her retirement activities. These activities include serving as a mentor to current public safety executives and emerging leaders. Jacqueline is also a consultant with an executive placement firm; she recruits and places municipal government executives. She has worked with the cities of Martinez, California and the Texas communities of Denton, Lewisville, Little Elm, Addison, and Grand Prairie



Calisse Lindsey retired as a Police Lieutenant from the Santa Monica Police Department after 27 years of service. She has her bachelor's degree in public administration from the University of La Verne and is a graduate of USC's Delinquency Control Institute. She has worked a variety of assignments during her career, including Narcotics/Vice and on the Crime Impact Team. As a Lieutenant, she held command over Detectives, Internal Affairs, Traffic and Dispatch. Calisse continues to be a mentor to people in the department and within the community, where she has served on the Board of Directors on the Santa Monica Police Activities League.

Required reading for Week 14:

1. *Law Enforcement Officers: Perspectives on Race, Credibility, and the Community*

Week 16: December 5, 2023: Study Days

No Class this week to help you prepare for your final examinations. I will be available by appointment for any questions or dialogue you wish to have. Email me at ccobarru@usc.edu

Week 17: December 12, 2023: Final Paper Due

Your paper will be related to the topic discussed by Guest Speakers Chief Seabrooks and Lieutenant Lindsay.

Paper Length: Your paper should be expected to be between 3 to 5 pages in length (12-point Times New Roman font, double spaced with 1" margins). Points will be deducted for papers that do not meet the minimum page expected but there will be no points deducted if you exceed the specified length. The appropriate rubric will be provided to the students in the assignment link.

Adapted APA: Please adhere to the APA Style Guidelines for headers, spacing (double spaced), and citations.

Accommodation

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodation can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards”

<https://policy.usc.edu/scampus-part-b/>

Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>

Academic Integrity

SCampus, the USC student guidebook, contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at <https://scampus.usc.edu/>. A summary of behaviors violating University standards can be also found at: <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

<https://engemannshc.usc.edu/counseling/>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

<http://www.suicidepreventionlifeline.org/>

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740- 9355(WELL), press “0” after hours – 24/7 on call

<https://engemannshc.usc.edu/rsvp/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

<https://equity.usc.edu/>

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

<https://studentaffairs.usc.edu/bias-assessment-response-support/>

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

<http://dsp.usc.edu/>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs

USC Support and Advocacy - (213) 821-4710 <https://studentaffairs.usc.edu/ssa/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 <https://diversity.usc.edu/>

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

<http://dps.usc.edu/>

<http://emergency.usc.edu/>

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

<http://dps.usc.edu/>

Annex A

Written Assignments

Writer's Guide:

It is essential that the student follow a standard writer's guide such as *Element of Style* (Strunk and White), *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian), or the *McGraw-Hill College Handbook* (Marius and Weiner). To avoid plagiarism, it is necessary that the source(s) of non-original materials and ideas be identified.

Do not be late and do not procrastinate. No late papers will be accepted.

All issue papers must meet acceptable University standards for grammar, composition, syntax, spelling, and citations for non-original materials.

Chat GPT and other are useful tools but submitting text written by such or any AI Chatbots constitutes a violation of academic integrity. Students are expected to write their own submissions. Students can use such AI Chatbots to assist in crafting ideas or formulating concepts that will help them overcome any type of "writer's block." They may use Google Translate as a dictionary and not as a substitute for your own written work. Submitting written work without input of your own is not acceptable and will be deemed as a potential violation of academic integrity.

If you are unsure of how to use Chat GPT or any other AI support, please ask me. I would rather have an open conversation about this and go over it together to show how it can be used to benefit you rather than hinder your academic professionalism.

Grading Criteria for Papers

Grades will be assigned based on the following criteria.

"A" Paper

The principal characteristic of the "A" paper is its rich content: "meaty," "dense," "packed." The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. It is completely free from grammatical or typographical errors. Finally, the "A" paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece. An "A" paper clearly takes a stand and argues and defends that stand to completely persuade the reader, without leaving dangling questions and unexplored avenues of discussion. It is complete unto itself.

"B" Paper

It is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information in quantity, interest, and value. Its specific points are logically ordered,

well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are smooth, and the sentence structures are pleasingly varied. The diction of the "B" paper is typically more concise and precise than that found in the "C" paper. Occasionally, it even shows distinctiveness—finesse and memorability. Overall, a "B" paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It establishes a stand on an issue and for the most part clarifies and defends that stand, leaving few unanswered questions and unexplored angles. It is successful in convincing the reader.

"C" Paper

It is overall competent: meets the assignment, has few mechanical errors, and is well organized and developed. However, its information seems thin and commonplace. One reason for this is that the ideas are cast in the form of vague generalities that prompt the confused reader to ask marginally, "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically, the "C" paper has little to draw the reader in; the final paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence, monotonous) subject-verb-object order; and the diction is marred by unconscious repetitions, redundancy, and imprecision. The "C" paper will get the job done but lacks both imagination and intellectual rigor. It attempts to establish a stand on an issue but achieves only average success. It leaves ideas dangling and opens as many doors for further questions as it closes. It is not a very convincing read.

"D" Paper

Its treatment and development of the subject are yet rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece gives the impression of having been conceived and written in haste. Or the paper, while of standard writing, missed the assignment completely by achieving something other than requested, such as presenting a summary of an article rather than an analysis and opinion derived from the article.

"F" Paper

Its treatment of the subject is superficial; its theme lacks discernible organization; its prose garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable college-level writing.

Annex B

Policy Analysis & Problem Solving

Policy Analysis continues to have the following characteristics:

- Seeks knowledge about the causes and effects of government policy
- Seeks to formulate problems about how something should and could be done
- Seeks to give advice to those in authority that are decision makers
- It is objectively diagnostic and subjectively judgmental

Problem Solving has the following characteristics:

- Problems are formulated within a framework of available solutions
- Effectiveness is the primary goal of the process
- Basic causes are usually beyond the ability of a legislator to change
- Persuasion rather than analysis often determines which decrees get implemented